Relationship Between Transformational Leadership Style And University Teachers’ Job Performance As Mediated By Intrinsic Motivation

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Abstract

Transformational leadership till its inception is widely research globally in both types of organizations i.e. service and profit-making organizations. Transformational leadership has been studied with various outcome variables especially job performance but few studies are available that investigated the mediating effect of motivation. The present study was designed to investigate the relationship between transformational leadership style and teachers’ job performance as mediated by intrinsic motivation at university level in Lahore. Correlation research designed was used under the umbrella of quantitative approach. The population of the study was university teachers in public sector universities of Lahore. Multistage cluster sampling was used. For data collection 510 teachers were and response rate was 72%. Data were analyzed while using descriptive and inferential statistics. Positive relationship was found between transformational leadership and intrinsic motivation. It was also found that intrinsic motivation partially mediates the relationship between transformational leadership style and job performance. Mostly literature supported that transformational leadership cultivate positive values among followers. The findings showed that most of the teachers in university level in Lahore had implemented transformational leadership at a high level. This proves that transformational leadership is suitable to be practiced in universities by teachers. Transformational leaders inspire employees and ensure employee satisfaction and loyalty, so, it is recommended that all the trainings pertaining to leadership skills need to focus on enhancing transformational leadership style.
Keywords: Leadership, Transformational leadership, Job performance, Intrinsic motivation, mediation.

Introduction
Since the time of Aristotle, and even before, great leaders through history have been observed by scientists. These scientists who wished to study and discuss what made or did not make them suitable and effective and efficient leaders studied the phenomena discreetly with no unifying models to give direction or base to build on. “Without a unifying theory in place to explain these differences, leadership is one of the most observed and least understood phenomena on earth” (Burns, 1978, p. 22 cited in Arnett, 2020).
Leadership has increased worldwide attention since researchers to include scholarly studies of different theoretical approaches that educate an excess of concepts and approaches (Northouse, 2016). Leadership theory has delivered a secure substance based upon the leader’s perspective and success in organizational surroundings. Recent trends in leadership definitions have shown that the influence of the relationship between the leader and the follower is an important mitigating variable in viewing leadership. In discussing contemporary definitions of leadership, Bass and Bass (2008) stated, “recent definitions conceive of leadership in terms of influence relationships, power differentials, persuasion, influence on goal achievement, role differentiation, reinforcement, initiation of structure, and perceived attributions of behavior that are consistent with what the perceivers believe leadership to be” (p. 24). Recently, research findings reported in leadership literature has elected that successful leadership cannot be limited to the perception of only the leader, but must comprise the perceptions of the follower as well (Bacha & Walker, 2013; Fernandez, 2008; Owusu-Bempah, 2014).
Leadership is one of the extensively studied phenomena. Recently most of the researches revolve around transformational leadership style. Research has repeatedly demonstrated transformational leadership is a positive factor in the fulfillment of organizational commitment (Cavazotte, Moreno, & Hickmann, 2012). James Burns was the first to discuss the Transformational Leadership Theory in his text Leadership. According to Bass and Riggio, transformational leadership has four core dimensions. The four dimensions are Inspirational Motivation, Individual Consideration, Idealized Influence and Intellectual Stimulation (Bass & Riggio, 2006 as cited in Arnett, 2020). In addition to creating the four dimensions to describe leaders’ ability in influencing their follower, Bass created another transformational leadership that has extended substantial acceptance later its inception. In the past decades, there has been a splendid frame of research and publications on transformational leadership theory (Stinglhamber et al., 2015).
Bass (1985) later in the mid eighty defined that transformational leadership consisted of four dimensions that are Inspirational Motivation, Individual Consideration, Idealized Influence and Intellectual Stimulation. These four dimensions are used to measure the
leadership construct that has been utilized by many leadership theorists since their inception to build other Leadership theorists have engaged in considerable study of the connections between transformational leadership and higher levels of employee performance (Arnett, 2020). Research suggests that work experiences and commitment are unquestionably connected to transformational leadership both on an organizational and individual level (Hardison, 2020; Abdullah & Marican, 2014; Tanriverdi & Paşaoğlu, 2014). Transformational leadership can be classified into four factors, all centering around the leader-follower relationship, Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence (Avolio & Yammarino, 2013). Transformational leadership style has gained great acceptance because a large volume of research has been lead in this area of leadership studies in the last 25 years (Avolio & Yammarino, 2013; Bass & Bass, 2008). Transformational leadership emphases on the relationship of the leader and the follower as defined by the leader’s relationship and elevation of the follower to empower them so that they may move past a sheer performance to a minimal standard. Avolio et al. (2009) discussing transformational leadership defined this theory as a process in which the follower is motivated by the leader to surpass their egocentric desires and take a more altruistic attitude towards achieving a conjointly advantageous objective. In recent years, the term ‘transformational leadership’ has become generic and includes other contemporary models of leadership. Many writers have adopted transformational leadership as a term that signifies any work encompassing effective leadership (Yukl, 2012).

While transformational leadership style has shown in past research to have positive influence on employee motivation to achieve higher performance, however, there has been criticism that influential leadership can led to the follower having dependence on the leader to achieve higher levels of performance. Past studies have shown that influential leadership can cause dependency on this strong leader for the ability to independently make decisions and sustain task-focused behaviors (Rosing, 2017). Transformational leadership theory holds the actual behaviors and attitudes of leaders and the significances of such attitudes and behaviors on the followers’ whole performance (Avolio & Bass, 2004). The asset of relationship between leadership and employee's performance was high in case of transformational leadership. Leaders are appealed to have a positive effect on the efficiency of the association by influencing the team members’ job performance. Furthermore, literature review discovers the concepts of stressors such as role uncertainty and role struggle, which are often originate as the most important source of job dissatisfaction and poor job performance (Al-Malki & Juan, 2018).

Present study designed to expose the relationship between transformational leadership style and job performance of the teachers at university level. But literature sustenance that there are some other factors that mediates the effect of transformational leadership style on outcome variables. This study focused on the mediation effect of intrinsic motivation on relationship between transformational leadership style and teachers’ performance.
Gathungu et al. (2015) also recognized the need for future research to investigate which type of transformational leadership has a beneficial outcome on the organizational performance.

This study is unique in a sense that there are few studies available in educational setting with these variables especially in the context of Pakistan,

**Statement of the Problem**

Leadership style plays significant role for the efficient functioning of all organizations whether profit making or service organization. It directly affects all outcome variables such as employee job satisfaction, commitment, task accomplishment, creativity and job performance. Some other variables act along with leadership style and have effect on outcome variables. These variables can be considered as mediators. Some variables have relationship with each other such as intrinsic motivation has relationship with job performance. This research proposes to explore the relationship between transformational leadership styles and job performance as mediated by intrinsic motivation.

**Literature Review**

The concept of leadership has been defined by different scholars in various ways. In fact, there are many definitions of leadership as there are writers. The literary meaning of leadership in universal dictionary and glossary says that it is the act of leading, the ability to be a leader, the leaders of an organization or movement collectively. However, the meaning of leadership was further explained by scholars since the dictionary meaning does not explain fully. Aibieyi (2009), defines the subject matter as the innovation and initiative, leadership is creative adaptive and agile. Herold Koontz (1961) stated Leadership as the art of influencing people so that they strive willingly and enthusiastically towards the accomplishment of group goals. Hersay and Blanchard (1977) belief leadership as a process of influencing the activities of an individual or a group in efforts towards achievement in a given situation.

**Leadership and Performance**

Literature has underlined leadership as crucial element in the organizational behavior landscape, whereby it is one of the flexible impacts of individual and organizational interactions (Obiwuru et al., 2011). Its role in generating the outcomes of any projects is undeniably eminent as different leadership styles as identified in research will yield dissimilar results when subjected to various circumstances (Khan et al., 2012). For example, Fry (2003) has delineated leadership’s role as a judicious tool in motivating the employees towards accomplishing upgraded growth and development.

Performance is a complex concept that can be defined as a set of parameters or indicators that are complementary, and sometimes contradictory, that describes the assessment process through several types of achieved results (Lebas & Euske, 2002). In specific
conditions, a transactional leadership style can result in an accomplished organizational success despite its followers getting less rights compared to those under the transformational leadership (Boseman, 2008). However, it bestows them with a sense of identity and career satisfaction regardless. Conversely, certain studies have indicated the bigger role played by transformational leadership pertaining to follower performance and creativity in comparison with the transactional leadership (Boerner et al., 2007).

Transformational Leadership Style and Performance
Transformational leaders typically motivate their followers to be fully aware of their tasks, the resulting outcomes, and their overall importance, thereby inducing the drive to exceed their self-interest for the sake of organizations specifically by achieving the higher needs (Obiwuru et al., 2011). One of the main elements for this type of leadership is its capacity to elevate the leader and following both at the core of such process (Thrash, 2009). Furthermore, Avolio (2007) is in support of the theory that transformational leadership is morally inspiring, which is the quality differentiating it from other leadership styles. This is attributable to the overall theory dictating for the leaders to have the capability for responding to the demands in any circumstances (Northouse, 2007). In fact, leaders functioning using such leadership style must remain vigilant of the environment surrounding, employee abilities, and being flexible in the leadership approach (Bledsoe, 2008).

Leadership Styles and Job Performance and Intrinsic Motivation
Motivation can be considered as a variable contribute to enhance performance of employee. Motivation to perform a job can be viewed as intrinsic and extrinsic motivation. A study conducted by Deci and Ryan (2000) stated that intrinsic motivation brings positive effect in order to increase creativity. According to Said et al (2015) employee motivation is related to willingness individuals to fulfil their needs. This concept refers to Maslow’s hierarchy of needs. This need will lead the individual to perform better in their career in the simple they can perform in their job performance. Performance can be on their customers, salary or others.

A motivated person demonstrates his or her strong effort to achieve organization goals with the best way (Owusu, 2012). Employee with high level motivation shown the best fit individuals by resulting in good outcomes (i.e. performance) which in turn achieving organizational goals. Motivated workers are likely to affect increasing job performance. Therefore, attempts to increase job performance can be taken into account by increasing employee motivation.

Motivation affects the performance positively only when organization found appropriate personnel. It is a set of energetic forces that originate inside the persons to initiate behavior and to determine the direction, intensity, form and duration. Motivation is the willingness to exert high levels of effort to reach organizational goals, conditioned by the effort's ability
to satisfy some individual need. Motivation has a significant importance on the performance of employees. But if the right person for the right job is not selected then motivation will be having no effect or zero effect on employee’s job performance. The studies by Roos and Van Eeden (2013) and Soliha et al (2014) have been considered motivation as a mediating variable to explain whether motivation can explain relationship between leadership style and job performance.

**Objectives of the Study**
Objectives of the study were to:
1. Investigate the relationship between transformational leadership style and teachers’ job performance at university level.
2. Find out the mediating role of intrinsic motivation on the relationship between transformational leadership and job performance.

**Hypothesis**

**H1**: Transformational leadership style significantly correlated with job performance of university teachers

**H2**: Intrinsic motivation significantly mediates the relationship between transformational leadership style and teachers’ job performance.

**Research Methodology**
In this study correlation research design was used. Survey strategy was use to collect data. Population of a current study was comprised of the teachers teaching in general public universities of Lahore. Present study is aimed to investigate the effect of leadership style on university teacher’s job performance. There are 14 general public universities in Lahore that were taken as a cluster sampling. Multi stage sampling was used. Five general universities having common departments were taken as clusters. Numbers of teachers are approximately 4147 in 14 universities. Gay suggested that if population size is about 5000, 10 % of the population is considered appropriate. So, sample size of 510 teachers meet above mentioned criteria. For transformational leadership style the Multifactor Leadership Questionnaire (MLQ) was used developed by Bass and Avolio (2000). Intrinsic motivation was instrument was adapted from Thakor. For measuring teachers’ job performance a locally developed scale was adapted. It was consisted of five indicators (teaching skills, management skills, assessment of students, professional responsibilities and interpersonal skills).

**Data Analysis and Results**
This chapter deals with data analysis and interpretation of the data. Present study aimed to investigate the relationship between transformational leadership style and teacher job performance as mediated by intrinsic motivation.

Table 1 Demographics of Respondents (N= 360)

<table>
<thead>
<tr>
<th>Description</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>146</td>
</tr>
<tr>
<td>Female</td>
<td>214</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>276</td>
</tr>
<tr>
<td>6-10</td>
<td>52</td>
</tr>
<tr>
<td>More than 10</td>
<td>32</td>
</tr>
</tbody>
</table>

Table 1 shows that female teachers were 146 and male teachers were 214. Majority of respondents (276) had 1 to 5 years of teaching experience.

Table 2 Mean and Standard Deviations of Transformational Leadership Style

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Statements</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My head make others feel good to be around.</td>
<td>3.33</td>
<td>1.240</td>
</tr>
<tr>
<td>2.</td>
<td>My head express with a few simple words what we could and should do.</td>
<td>4.09</td>
<td>.862</td>
</tr>
<tr>
<td>3.</td>
<td>My head enable others to think about old problems in new ways.</td>
<td>3.33</td>
<td>1.180</td>
</tr>
<tr>
<td>4.</td>
<td>My head help others to develop themselves.</td>
<td>3.64</td>
<td>1.033</td>
</tr>
<tr>
<td>5.</td>
<td>My head tell others what to do if they want to be rewarded for their work.</td>
<td>3.37</td>
<td>1.141</td>
</tr>
<tr>
<td>6.</td>
<td>Others have complete faith in our he/she.</td>
<td>3.51</td>
<td>1.154</td>
</tr>
<tr>
<td>7.</td>
<td>My head provide appealing images about what we can do</td>
<td>3.45</td>
<td>1.138</td>
</tr>
<tr>
<td>8.</td>
<td>My head provide others with new ways of looking at puzzling things.</td>
<td>3.59</td>
<td>1.101</td>
</tr>
<tr>
<td>9.</td>
<td>My head let others know how he/she think they are doing.</td>
<td>3.52</td>
<td>1.119</td>
</tr>
<tr>
<td>10.</td>
<td>My head provide recognition/rewards when others reach their goals.</td>
<td>3.56</td>
<td>1.143</td>
</tr>
</tbody>
</table>
11. Others are proud to be associated with he/she.
   3.49  1.154

12. My head help others find meaning in their work.
   3.67  1.151

13. My head get others to rethink ideas that they had never questioned before.
   3.56  1.041

14. My head give personal attention to others who seem rejected.
   3.38  1.177

15. My head call attention to what others can get for what they accomplish.
   3.58  1.180

Above table shows that item no. 2 ‘My head express with a few simple words what we could and should do’ had highest mean score (Mean= 4.09). It showed that majority of the teachers were agreed with this statement.

Table 2 Correlation among Transformational Leadership Style, Intrinsic Motivation and Teacher Job Performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational leadership</td>
<td></td>
<td>.632**</td>
<td>783**</td>
</tr>
<tr>
<td>Intrinsic motivation</td>
<td></td>
<td>-</td>
<td>.636**</td>
</tr>
<tr>
<td>Teachers’ Job Performance</td>
<td>3. Teachers’ Job Performance</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).

Table 2 describes that there is a significant positive moderate relationship between transformational leadership style and intrinsic motivation (r = .632, p=.000). Table also depicts strong relationship between transformational leadership style and job performance (r= .783, p=.000) and intrinsic motivation style and teacher job performance (r=.636, p=.000). It is therefore concluded that if level of transformational leadership increased; subordinate level of intrinsic motivation and job performance improved.

Table 3 Mediation Analysis

<table>
<thead>
<tr>
<th></th>
<th>Effect</th>
<th>SE</th>
<th>t</th>
<th>P</th>
<th>LLCI</th>
<th>ULCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total effect of X on Y</td>
<td>1.865</td>
<td>.078</td>
<td>23.804</td>
<td>.000</td>
<td>1.711</td>
<td>2.019</td>
</tr>
<tr>
<td>Direct effect of X on Y</td>
<td>1.510</td>
<td>.097</td>
<td>15.597</td>
<td>.000</td>
<td>1.319</td>
<td>1.700</td>
</tr>
<tr>
<td>Indirect effect of X on Y</td>
<td>.375</td>
<td>.094</td>
<td></td>
<td></td>
<td>.171</td>
<td>.542</td>
</tr>
</tbody>
</table>

Variance Accounted For

| VAF | 0.201 |
Above table shows that the total, indirect and direct effects of transformational leadership style on job performance through intrinsic motivation. The estimates show that transformational leadership style positively affects job performance $\beta=1.865$, $p<0.0001$. Transformational leadership style directly positively effects job performance $\beta=1.510$, $p<0.0001$. The estimate also indicates that the indirect effect of Transformational leadership style on job performance through intrinsic motivation is significant $\beta=.375$, $p<0.0001$. This shows that intrinsic motivation positively mediates the relationship between transformational leadership and teachers’ job performance. Variance Accounted For (VAF) value is 0.201 as VAF 0.20 to 0.80 shows partial mediation (Hair, Ringle & Sarstedt, 2011). So, intrinsic motivation partially mediates the relationship between transformational leadership style and teachers’ job performance.

**Conclusion and Discussion**

Transformational leadership till its inception is widely research globally in both types of organizations i.e. service and profit-making organizations. All previous theories focused on the role of leaders in enhancing organizational effectiveness. Transformational leadership basically depends on the inspiration of followers to appreciate total accomplishment. By rising follower’s self-esteem and self-assurance, the organization goals can then align to individual success. Transformational leadership has studied with variety of outcome variables along moderation and mediation roles of different relevant. Researches in different field of studies indicate that transformational leaders created higher levels of performance and satisfaction among their team members as compare to led by other styles. Present study was designed to explore the relationship between transformation leadership and job performance of the teachers mediated by intrinsic motivation. The study revealed that chairperson/HoD’s practice transformational leadership style i.e. idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Findings revealed that transformational leadership practices were higher among departmental heads in the universities of Lahore. This is alike finding to those of Loghani (2012), Sun and Leithwood (2012), and Chmer, 2020 but unlike Smeirat and Magableh (2014) and Al Quran (2016), who found Transformational leadership practices were average, while Al Ghamdi (2011) found them to be low, from the principals’ perspectives.

The logic for the higher leadership practices by departmental heads because the participants thought their heads were well aware of ethical values in education and the educational field, and this was evident in their leadership practices. Another reason for a high level of TL practices is that although universities are autonomous bodies but always strived to achieve higher ranking nationally and internationally. Department heads were well aware that they are required to improve themselves as leaders and focus on goals and vision of the university (Sun & Leithwood, 2012; Murphy, 2005; Bass, 1990a; Burns, 1978). They were
supposed to encourage teachers and therefore, the results reveal the highest level of practices.

Present study aimed to investigate the mediating role of intrinsic motivation on relationship between transformational leadership and teacher’s job performance. Shu (2015) also found that intrinsic motivation mediates the relationship between leadership style and work outcome like work engagement and job satisfaction. Khan, Rehmat, Butt, Farooqi and Asim (2020) also found that intrinsic motivation mediates the relationship between transformational leadership styles and work performance.

**Recommendations**

1. Transformational leaders inspire employees and ensure employee satisfaction and loyalty, so, it is recommended that all the trainings pertaining to leadership skills need to focused on enhancing transformational leadership style.

2. This study is conducted in higher education institutions that are the backbone of the country economic, political and social developments. Four I’s of transformation leadership might prove more beneficial for educational leaders along other organizations.

3. Recommendations for future research based on the findings of the current study remain within the context of academia, as much knowledge is yet to be gained regarding transformational leadership strategies within the field of education.

4. Additional qualitative descriptive designs that focus on exploring transformational leadership strategies in both public and private college settings, across multiple types of school environments, such as two-year, four-year, and advanced degree programs, and exploring transformational leaders in administrative positions other than those explored in the current study.

5. Future research recommended with other outcome variables.

**References**


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